

## Blenheim Elementary/Middle

P.O. Box 250  
Blenheim, S. C. 29516

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	444 Students	
<b>Principal</b>	Dr. Beverly Gurley	843-528-3262
<b>Superintendent</b>	Dr. David A. Sherbine	843-479-4016
<b>Board Chair</b>	Mr. Ronald B. Henegan	843-479-7838

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	35	72	15

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Unsatisfactory	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

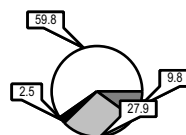
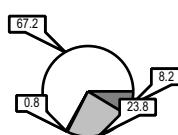
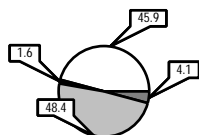
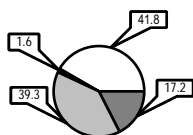
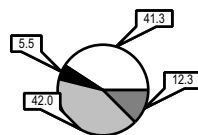
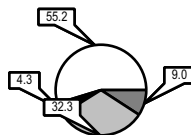
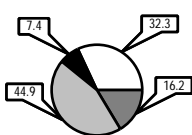
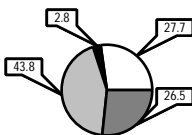
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	264	100.0	44.9	42.9	11.3	0.8	20.6	No	Yes
<b>Gender</b>									
Male	143	100.0	54.1	39.1	6.8	0.0	16.5	N/A	N/A
Female	121	100.0	34.2	47.4	16.7	1.8	25.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	142	100.0	43.6	41.4	15.0	0.0	24.8	No	Yes
African American	115	100.0	44.9	46.7	7.5	0.9	15.9	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	224	100.0	38.9	48.1	12.0	1.0	21.6	N/A	N/A
Disabled	40	100.0	76.9	15.4	7.7	0.0	15.4	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	264	100.0	44.9	42.9	11.3	0.8	20.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	264	100.0	44.9	42.9	11.3	0.8	20.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	210	100.0	48.0	42.0	9.0	1.0	17.0	No	Yes
Full-pay meals	54	100.0	31.9	46.8	21.3	0.0	36.2	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	264	100.0	47.4	49.0	2.8	0.8	13.4	No	Yes
<b>Gender</b>									
Male	143	100.0	45.1	50.4	3.8	0.8	13.5	N/A	N/A
Female	121	100.0	50.0	47.4	1.8	0.9	13.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	142	100.0	45.1	50.4	3.8	0.8	13.5	No	Yes
African American	115	100.0	49.5	48.6	1.9	0.0	11.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	224	100.0	42.8	53.4	3.4	0.5	14.9	N/A	N/A
Disabled	40	100.0	71.8	25.6	0.0	2.6	5.1	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	264	100.0	47.4	49.0	2.8	0.8	13.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	264	100.0	47.4	49.0	2.8	0.8	13.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	210	100.0	51.0	45.0	3.0	1.0	11.5	No	Yes
Full-pay meals	54	100.0	31.9	66.0	2.1	0.0	21.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	264	100.0	66.4	28.3	4.9	0.4	5.3
<b>Gender</b>							
Male	143	100.0	69.2	27.1	3.0	0.8	3.8
Female	121	100.0	63.2	29.8	7.0	0.0	7.0
<b>Racial/Ethnic Group</b>							
White	142	100.0	63.2	30.1	6.0	0.8	6.8
African American	115	100.0	70.1	27.1	2.8	0.0	2.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	224	100.0	63.0	31.3	5.3	0.5	5.8
Disabled	40	100.0	84.6	12.8	2.6	0.0	2.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	264	100.0	66.4	28.3	4.9	0.4	5.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	264	100.0	66.4	28.3	4.9	0.4	5.3
<b>Socio-Economic Status</b>							
Subsidized meals	210	100.0	69.0	26.5	4.0	0.5	4.5
Full-pay meals	54	100.0	55.3	36.2	8.5	0.0	8.5

<b>Social Studies</b>							
All Students	264	100.0	56.7	35.2	6.9	1.2	8.1
<b>Gender</b>							
Male	143	100.0	60.2	32.3	6.0	1.5	7.5
Female	121	100.0	52.6	38.6	7.9	0.9	8.8
<b>Racial/Ethnic Group</b>							
White	142	100.0	48.9	42.9	6.8	1.5	8.3
African American	115	100.0	66.4	26.2	6.5	0.9	7.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	224	100.0	53.4	38.5	6.7	1.4	8.2
Disabled	40	100.0	74.4	17.9	7.7	0.0	7.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	264	100.0	56.7	35.2	6.9	1.2	8.1
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	264	100.0	56.7	35.2	6.9	1.2	8.1
<b>Socio-Economic Status</b>							
Subsidized meals	210	100.0	61.0	32.0	5.5	1.5	7.0
Full-pay meals	54	100.0	38.3	48.9	12.8	0.0	12.8

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	35	100.0	51.5	39.4	9.1	0.0	9.1
	4	44	100.0	45.0	40.0	15.0	0.0	15.0
	5	46	100.0	50.0	36.8	13.2	0.0	13.2
	6	42	100.0	61.5	23.1	12.8	2.6	15.4
	7	48	100.0	27.1	58.3	14.6	0.0	14.6
	8	29	100.0	52.0	36.0	12.0	0.0	12.0
2006	3	51	100.0	30.6	34.7	30.6	4.1	34.7
	4	31	100.0	62.1	34.5	3.4	0.0	3.4
	5	46	100.0	40.9	47.7	11.4	0.0	11.4
	6	41	100.0	45.9	51.4	2.7	0.0	2.7
	7	40	100.0	48.6	48.6	2.7	0.0	2.7
	8	55	100.0	49.0	41.2	9.8	0.0	9.8
<b>Mathematics</b>								
2005	3	35	100.0	54.5	45.5	0.0	0.0	0.0
	4	44	100.0	47.5	45.0	7.5	0.0	7.5
	5	46	100.0	55.3	39.5	2.6	2.6	5.3
	6	42	100.0	51.3	28.2	15.4	5.1	20.5
	7	48	100.0	50.0	41.7	8.3	0.0	8.3
	8	29	100.0	40.0	60.0	0.0	0.0	0.0
2006	3	51	100.0	34.7	59.2	2.0	4.1	6.1
	4	31	100.0	48.3	41.4	10.3	0.0	10.3
	5	46	100.0	56.8	40.9	2.3	0.0	2.3
	6	41	100.0	45.9	54.1	0.0	0.0	0.0
	7	40	100.0	48.6	51.4	0.0	0.0	0.0
	8	55	100.0	51.0	45.1	3.9	0.0	3.9
<b>Science</b>								
2005	3	35	100.0	75.8	24.2	0.0	0.0	0.0
	4	44	100.0	52.5	27.5	20.0	0.0	20.0
	5	46	97.8	86.8	10.5	2.6	0.0	2.6
	6	42	100.0	64.1	20.5	12.8	2.6	15.4
	7	48	100.0	45.8	37.5	14.6	2.1	16.7
	8	29	100.0	64.0	36.0	0.0	0.0	0.0
2006	3	51	100.0	53.1	30.6	16.3	0.0	16.3
	4	31	100.0	79.3	17.2	3.4	0.0	3.4
	5	46	100.0	75.0	20.5	2.3	2.3	4.5
	6	41	100.0	62.2	37.8	0.0	0.0	0.0
	7	40	100.0	78.4	16.2	5.4	0.0	5.4
	8	55	100.0	58.8	41.2	0.0	0.0	0.0
<b>Social Studies</b>								
2005	3	35	100.0	75.8	21.2	3.0	0.0	3.0
	4	44	100.0	62.5	32.5	5.0	0.0	5.0
	5	46	97.8	65.8	34.2	0.0	0.0	0.0
	6	42	100.0	61.5	25.6	5.1	7.7	12.8
	7	48	100.0	66.7	31.3	2.1	0.0	2.1
	8	29	100.0	60.0	40.0	0.0	0.0	0.0
2006	3	51	100.0	38.8	38.8	18.4	4.1	22.4
	4	31	100.0	89.7	10.3	0.0	0.0	0.0
	5	46	100.0	63.6	27.3	6.8	2.3	9.1
	6	41	100.0	32.4	62.2	5.4	0.0	5.4
	7	40	100.0	70.3	29.7	0.0	0.0	0.0
	8	55	100.0	56.9	37.3	5.9	0.0	5.9

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 444)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.7%	Down from 2.0%	3.8%	2.8%
Attendance rate	94.5%	Up from 94.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.3%	0.0%	0.0%
Eligible for gifted and talented	2.1%	Down from 4.4%	5.7%	10.4%
On academic plans	74.3%	N/AV	46.7%	33.6%
On academic probation	58.1%	N/AV	0.2%	1.0%
With disabilities other than speech	6.0%	Down from 6.2%	7.6%	7.5%
Older than usual for grade	3.1%	Up from 2.8%	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 31)</b>				
Teachers with advanced degrees	41.9%	Down from 51.7%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	30.4%	N/A	3.4%	2.4%
Teachers with emergency or provisional certificates	13.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	81.2%	Down from 83.3%	86.8%	87.3%
Teacher attendance rate	94.1%	Down from 95.7%	94.8%	94.9%
Average teacher salary	\$39,282	Down 0.8%	\$41,533	\$42,485
Prof. development days/teacher	10.1 days	Down from 10.2 days	13.5 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.3 to 1	17.2 to 1	18.6 to 1
Prime instructional time	85.5%	Down from 87.1%	89.3%	89.7%
Dollars spent per pupil*	\$6,173	Down 4.4%	\$7,017	\$6,557
Percent of expenditures for teacher salaries*	62.2%	Up from 60.3%	62.8%	64.0%
Percent of expenditures for instruction*	66.8%		69.0%	69.1%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	33.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Good	Good	Excellent

\* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	20.7%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Blenheim Elementary-Middle School, hereafter referred to as BEMS, housed 440 students in grades Pre-Kindergarten through 8 during the 2005-2006 school year. There were 22 heterogeneous homerooms in this span. The school is located in Marlboro County on Highway 38 South, a close-knit community with positive and supportive parents, especially in the primary grades.

The major academic focus during the year was the teaching of the South Carolina Academic Standards at all grade levels. The Early Reading First Program was another big success. This ends the three-year grant for this project. The goal was to prevent future reading difficulties in high-risk three and four-year-old children before they happen. The America's Choice Design was implemented as well. This is the final year of the America's Choice. We will continue with the strategies already in place. The focus of America's Choice was to improve student academic performance in reading, writing, math and science.

PACT data for the middle school showed some improvement. A principal leader was added to the middle school to assist the principal. On-site teacher specialists in the areas of English/Language Arts and Science/Math provided valuable assistance to faculty members. In addition, a Curriculum Specialist also provided immeasurable help to the entire faculty and staff. Grade level teachers worked with the Curriculum Specialist on a regular basis to discuss student learning as well as ways to motivate students to want to learn.

Expectations still remain high for academic achievement, improvement in test scores, development of a caring cohesive faculty and improving parental support. This can only be accomplished by involving everyone in the improvement process. The staff and administration will work together as a team to meet the total needs of all children by taking the responsibility of developing the children of today into the leaders of tomorrow.

Fred Thomas, Principal  
Johnnie L. Quick, SiC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	24	39	55
Percent satisfied with learning environment	79.2%	65.8%	61.1%
Percent satisfied with social and physical environment	75.0%	25.6%	56.4%
Percent satisfied with school-home relations	70.8%	71.8%	66.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.